Instructions for Completing Item T-3

a. **Is there a measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?**

- Find the transition component of the IEP.
- Find the postsecondary goal(s) for this student.
- If there are measurable postsecondary goals that address *Education* or *Training* after high school, *Employment* after high school, and (if applicable) *Independent Living* after high school, check yes.
- If there are postsecondary goals that address *Education* or *Training* after high school, *Employment* after high school, and (if applicable) *Independent Living* after high school, but are not measurable, check no.
- If there is not a postsecondary goal that addresses *Education* or *Training*, check no.
- If there is not a postsecondary goal that addresses *Employment* after high school, check no.
- If there is one measurable postsecondary goal that addresses *Education* or *Training*, *Employment*, and (if applicable) *Independent Living* after high school, check yes.
- If there is one postsecondary goal that addresses *Education* or *Training*, *Employment*, and (if applicable) *Independent Living* after high school, but it is not measurable, check no.

b. **Is (are) there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s)?**

- Find the annual goals in the IEP.
- For each postsecondary goal, if there is an annual goal or short-term objective included in the IEP that will help the student make progress towards the stated postsecondary goal, check yes.
- For each postsecondary goal, if there is **no** annual goal or short-term objective included in the IEP that will help the student make progress towards the stated postsecondary goal, check no.

c. **Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?**

- Find where transition services/activities are listed on the IEP.
- For each postsecondary goal, if there is (a) instruction, (b) related service(s), (c) community experience, (d) development of employment and other post-school adult living objective, (e) if appropriate, acquisition of daily living skill(s), or (f) if appropriate, provision of a functional vocational evaluation listed in association with meeting the postsecondary goal, check yes.
- For each postsecondary goal, if there is **no** (a) type of instruction, (b) related service, (c) community experience, (d) development of employment and other post-school adult living objective, (e) if appropriate, acquisition of a daily living skill, or (f) if appropriate, provision of a functional vocational evaluation listed in association with meeting the postsecondary goal, check no.

d. **For transition services that are likely to be provided or paid for by other agencies with parent (or child once of the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?**

- Find where persons responsible and/or agencies are listed on the IEP.
- Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If yes, continue with next guiding question. If no, check NA.
- Is it too early to determine if this student will need outside agency involvement? If yes, circle NA.
- Was parent consent or child consent (once student is the age of majority) to invite an outside agency(ies) is obtained? If yes, continue with next guiding question. If no, check NA.
- If transition services are likely to be provided by an outside agency and if consent was obtained , is there evidence in the IEP or the student's file that any of the following were invited to the IEP meeting to discuss transition: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this postsecondary goal? If yes, check yes. If no, check no.

e. **Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment?**

- Find where information relates to assessment and the transition component on the IEP (either in the IEP or the student's file).
- For each postsecondary goal, is there evidence that age-appropriate transition assessment provided information on the student's needs, taking into account strengths, preferences, and interests regarding the postsecondary goal(s), check yes.
- For each postsecondary goal, if there is **no** evidence that age-appropriate transition assessment provided information on the student's needs, taking into account strengths, preferences, and interests regarding the postsecondary goal(s), check no.

f. **Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?**

- Locate the course of study (instructional program of study) or list of courses of study in the student's IEP.
- Does the course of study (or courses) listed align with the student's identified postsecondary goal(s)? If yes, check yes. If no, check no.